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ABSTRACT

Arkansas has seen a gradual and continuous decline in its number of minority teachers. At the same time, school population demographics indicate that the percentage of minority students is increasing. This study was conducted to address the problems associated with strategies to recruit and retain minority students into education. A survey form was mailed to 12 selected 4-year educational institutions in Arkansas, which offer teacher education programs. The purpose of this 19-question survey was to review the recruitment and retention activities in progress at that time. Data collected by the survey are reported; they reveal various strengths and weaknesses in minority recruitment and retention programs. Based on the research, 24 goals and recommended strategies are highlighted. Five appendixes list: (1) universities and colleges selected as respondents in survey; (2) questionnaire: "Status of Minority Student Recruitment and Retention in Teacher Education"; (3) recommendation of the Governor's Task Force on the Recruitment of Minorities into the Education Profession; (4) University of Arkansas Task Force Recommendations; and (5) State of Arkansas, Act 99 of 1989. (LL)

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ED 336368

DESIGNING STRATEGIES FOR THE RECRUITMENT AND RETENTION OF MINORITY STUDENTS

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March 12, 1991
Final Report

SP 033 280

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DESIGNING STRATEGIES FOR THE RECRUITMENT AND RETENTION OF MINORITY STUDENTS

Submitted To
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March 12, 1991
Final Report

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INTRODUCTION

The purpose of this study is to address the problems associated with the decreasing number of minority students entering higher education. More specifically, the study will address strategies to recruit and retain minority students into education.

Arkansas has seen a gradual and continuous decline in its number of black teachers. Arkansas Department of Education reported that during the 1984-85 school year 14.6 percent of the teachers in Arkansas were black while during the 1986-87 school year the percentage had dropped to 13.3 percent. The same report showed that slightly over 10 percent of the teacher education graduates of 1988 were black. (Governor's Task Force on the Recruitment of Minorities 1988)

A report by the Carnegie forum on education and the Economy estimated that between 1986 and 1992 approximately 1.3 million teachers will be hired in the United States. Several reports (One Third of A Nation, 1988; Equality and Excellence, 1985; Minorities in Higher Education, 1989; and Education that Works, 1990) predicted a severe shortage of minority teachers. Projections indicate that the minority teacher force may be less than 5 percent by the year 2000.

These concerns are further complicated by demographics that indicate by the year 2000 thirty-three percent of the school age population will be minority, and by year 2020 the percentage will have reached an all-time high of thirty-nine percent. Several states are now finding that their school population is bordering on a change from the current majority to a new minority majority population. Data show that at least ten of America's most urbanized cities have a minority majority school aged population and the number continue to increase.

Current trends in high school completion and college participation rates predict a dismal future in education for minorities. While some progress was noted in attendance and achievement between 1986 and 1988, more recent data predict a downward trend in the number of minorities entering college and graduating. The overall trends show declining enrollments and the projections for the numbers enrolling in teacher education programs are even lower.

In 1988, just over one-third of high school graduates (18-24 years olds) from African American middle income families were enrolled in college compared to more than half of the graduates in 1976 (Minorities in Higher Education 1989). The decline was more pronounced for males than for females. Between the years 1976 and 1988, the percent of African American males enrolled in college between the years 1976 and 1988 decreased from 52 percent in 1976 to 28 percent in 1988. If whites continue to enter college at an increased rate, as they did between 1985 and 1988 and African Americans continue to decrease, surely the gap in the college going rates of the two groups will widen further.

Despite the growth of America and the progress made by blacks in education and the economy considerable disparity continue to exist between the races in America. According to a report by the Quality Education Project, 1990 sixty percent of all Blacks finds that racism intrudes upon their daily lives.

Examples of activities similar to the racial attacks in New York, attacks at NAACP offices, racial unrest on college campuses, the campaigns of former and current Klan officials, the election of former and current Klan officials in Louisiana, and the growing number of racial crimes --all are evidence that racism survived the Civil Rights movement and threaten to renew its attacks.

The economic conditions of Black Americans continue to worsen. It is no surprise that the overall poverty rates for Blacks is the highest of any group in America: 31.6 percent in 1988, nearly two and a half times the national average of 13.1 percent (Quality Education for Minority Project 1990).

According to a report by the Business-Higher Education Forum, 1990, Three Realities of Minority Life in the United States, "the discussions of the problems minorities face at the national level is strewn with numbers to the magnitude that numbs both the mind and soul".

The report further stated that, the United States economy and education system is not working nearly as well for minority americans as they are for white americans.

According to the Eighth Annual Status Report of minorities in Higher Education 1989, income will evidence different participation and completion rates in the education of minorities.

If America is to meet the educational challenges of the future, efforts must be made to involve all of its citizens in the main stream of education. More minority students must be placed in the pipeline and more minority teachers must be recruited at all levels of schooling (Kindergarten through College). As the percentage of minority students increase proportionally so must the percentage of Black teachers.

Some of the problems associated with educating minorities are evidenced by concerns reported by the Arkansas Democrat, December 7, 1990 by the National Center for Post Secondary Governance and Finance for the Education Commission of the States. The reports stated: "Arkansas efforts to enroll and graduate black students at most of the state's leading universities are woefully inadequate --a mirror of a similar problem throughout the country."

If universities are to fulfill their roles and responsibilities of recruiting, and graduating black students in critical areas, they must intensify their efforts.

Recommendations from the Governor's Task Force on the Recruitment of Minorities, (1988), President's Task Force on the Recruitment of Minorities, (1989), Arkansas Committee on the Recruitment and Retention of Blacks and others, have recommended increased educational funding for minorities. Increasing tuition costs and decreasing income are recognized as major barriers preventing poor and low income students from participating in higher education. Other barriers and recommendations will be discussed in another part of this report.

Site Visits

Site visits were made to the University of Wisconsin, Madison; Kennesaw State College, Marietta, Georgia; and Georgia Southern University, Statesboro, Georgia. An interview was held with a representative and coordinator of the Minority Recruitment Project, University of Kentucky, on the campus of UALR.

Each of the universities visited were selected because of their unique efforts to recruit and retain minority students and aspects of their programs that appeared to have applicability to UALR.

The University of Wisconsin, Madison represented a larger university; however, their recruitment/retention programs could be applied to most any campus with the exception of funding that generally would not be available to smaller systems. Perhaps, the University of Wisconsin - Madison, is better known for its nationally recognized "Madison Plan." The plan was developed to address the university's lack of pluralism and ethnic diversity in a timely and comprehensive fashion, and to enable the population of the university to mirror the cultural richness of the country. This broad and comprehensive goal was to be accomplished by implementing programs that would include a visionary component, a focus, demographic reality, access to excellent and diverse education, retention programs, a multicultural center, partnerships, non-discriminatory environment and a timetable for implementation.

The strength of the madison plan appeared to be in the efforts to include the total university community in the process and program. This was evidenced by their mission, goals and programs. The program began by assembling "in-house resources." Recruitment efforts began in the immediate community with plans to expand to other cities. Linkages were developed with surrounding public schools, communities, and youth groups. Opportunities were created which permitted undergraduates and faculty at other participating universities with large minority enrollments to spend time on the University of Wisconsin, Madison campus. Cooperative ventures were established with other support programs in existence on campus and within the university community. Many opportunities

were made on the campus to allow public school students to develop early experiences in a college environment.

The recruitment and retention of more minority faculty and staff was critical to successfully planning and establishing a diverse educational environment. Aggressive goals were established for recruiting minorities and women.

The plan further provided for an ethnic studies requirement. The purpose of the requirement was to help students recognize, understand and appreciate cultural differences. Additionally, the plan was to help students learn about the contributions of the many ethnic and racial groups within society.

In addition to a strong retention program, other initiatives included funding student orientation, mentoring and tutorial programs, establishing a multicultural center, partnerships, and non-discriminatory policies for student, faculty/staff and administrators.

Other Aspects of the Program

- The College of Education provides scholarships for minority students through Foundation Aid.
- Forgivable loans, limited to $2,000 per year, are available to minority students . After graduation, students who teach in designated districts will have 24 percent of their loan reduced per year.
- Minorities may meet minimum requirements for admission.
- The Pre-professional skills tests fee is paid by the College of Education.
- Records and grades more than five years old are forgiven.
- More summer programs are being developed to bring minorities on campus.
- Programs and laboratories are established in the community (Computer Labs) and Teacher Education students are assigned as tutors and role models.
- Precollege programs are funded by the State of Wisconsin.

Georgia Southern University, located in Statesboro, Georgia, has been recognized as an institution with a commitment to recruit and retain minorities into its education programs. Dr. Jack Miller, Dean College of Education stated:

> ...."It is our moral responsibility to provide black and white children alike with successful black role models. The first and most visible place for these role models to occur is in our classrooms. It makes good sense from a business stand-point to improve the schools in the community where one does business. High quality minority teachers are important to making this improvement a reality."

Georgia Southern University developed what is known as the "Minority Teacher Recruitment Project." The project was based on the recognition that black students are under- represented in critical need disciplines. This concern was further evidenced by a severe shortage of black teachers in the state of Georgia. Similar to other states, the problem is further compounded by a number of other problems including, the fact that the state must recruit forty to fifty percent of its teachers from other states and minority students have lower than average rates of college participation.

The School of Education at Georgia Southern developed a teacher recruitment project designed to reach minority students. The specific components of the program are: early indentification of potential students, contracts with school districts and students to provide training and the opportunity for students to return to their local districts with a commitment to teach no less than three years following graduation or certification. The public districts developed agreements for the student, school district, County Board of Education, and Georgia Southern. The agreements set forth the conditions for each of the participants in the contract.

Other Interesting Aspects of the Programs

* Provides aid packages to students accepted into the teacher education program as part of their contract.

* Sponsors an "Education Day" on campus for students who accept scholarships.

- Provides campus orientation for students and parents.
- Involves local press in publicity of the program.
- Establishes scholarship committees within the school districts.
- Funds minority scholarships as a budget line item for the school.
- Sponsors an "Annual Symposium on Minority Teacher Recruitment."
- Sponsors an "Annual Conference on Students at Risk."
- Solicits donations from the business community to fund specific programs.
- Developed a video tape of the college for use during recruitment.
- Developed need statements and financial aid packets, working closely with the Office of Financial Aid.
- Developed a Cultural Arts Calendar.

Kennesaw State College, Marietta, Georgia resembles UALR in several ways. A commuter campus with approximately 10,000 students, it has a large non-traditional student body. Approximately 4.5 percent of the students and 16 percent of the teaching faculty are black.

The college was recently recognized in a published study entitled, "Searching for Academic Excellence: Leadership in Higher Education", led by President Betty Siegel, a female. Kennesaw was cited in the study as one of the nation's top 20 colleges "on the move."

The Minority Recruitment/Retention Program at the college is directed by different individuals. The minority recruiter director is Assistant Director of Admissions. The coordinator of the minority retention program has a separate but closely related program to the recruiter.

The President of the college established the President's Advisory Board for Minority Affairs to facilitate the minority recruitment/retention program. The Board consist of representatives from the community, a liaison person, faculty, the Vice President for Academic Affairs, Dean, Admissions Office, the President's Staff, and Coordinators of Retention. A highly recognized group on campus, faculty members selected to serve in this leadership capacity receive special recognition from the President and are permitted to use the services toward their promotion and tenure efforts.

Other Aspects of the Program

Presidential and staff efforts create a user friendly environment from the top down,instituting practices which tell the community the "students are welcome" Linkages are established with churches which assist in developing and sponsoring a special day for presentation about the college. The college assist the churches through the development of scholarship programs.

Key black leaders in the community are identified and invited to the president's home for an annual dinner. The group is also invited to the campus to advise the president and for other special events.

Leadership is provided to the entire faculty by orientation to the operation of the college, after which, the faculty members are called upon to help sell the university to the community.

Representatives of community businesses are invited to the campus to speak to student groups and classes. Under the Career Education Program, the business community works with the college in establishing student internships which provide opportunities for students to gain experiences in business. The business community is encouraged to assist and promote Black businesses in the community. The college developed a video tape for use by faculty, community groups, and the college in informing people about the college.

Efforts are made to identify black organizations and groups on campus and assist them in getting to know each other. Black applicant pools are identified from the admission office and reinforced with written and verbal follow-ups.

The college established a network of advisors for black students. These advisors guide students on a one to one relationship. Surveys are designed which seek to gather information about black student attitudes and feelings about the college.

The Retention Program is independent of other program operations, but works cooperatively with all aspects of the college. Specific retention services for minority students include but not limited to the following:

- Orientation
- Advisement
- Course selection
- Laboratory support
- Tutorials
- Career orientation
- Advisement in selection of advisors
- Coordination of student groups
- Networking with campus support programs
- Precollege summer experience programs

The University of Kentucky Minority Recruitment Program was published in Phi Delta Kappa, 1990. The program was further described by Dr. Rita Greer during her visit to the UALR campus.

The university has developed a highly recognized program which provides a funding strategy for minority students by cooperatively planning with the local school districts and potential teachers. School districts agree to make scholarships available to students if the student enrolls at the university, and after completion of a teacher education program, return a predetermined number of years of service to the district.

The university employs a person from the school district as program coordinator and provides an office located in the school district. In at least one of the two cases reviewed, the coordinator was a doctoral level student at the university.

The program coordinators and local school district believe that the program will eventually help them to bridge the gap between the number of black and white teachers in the district.

The program coordinator indicated that a great deal of their success was due to the ability to recruit from local communities and non-traditional students.

SURVEY

The purpose of this survey was to review the recruitment and retention activities currently in progress at selected institutions in Arkansas with teacher education programs. The survey form (questionnaire) was designed to solicit information from teacher education institutions regarding their program's efforts to recruit and retain minority students and faculty.

The concerns regarding the need for the recruitment and retention of minorities into education have been addressed by national reports, (One Third of a Nation; Education That Works An Action Plan for Minorities; Minorities in Higher Education; Minorities in Higher Education, etc.) Conferences, study groups and formal recognition of the problem began in Arkansas as early as 1987 when a group of black faculty members at the University of Arkansas at Little Rock,Pine Bluff and Philander Smith College met to discuss the problems facing Black teachers in Arkansas. The group grew into what is currently known as the statewide Sterring Committee Concerned with the Recruitment and Retention of Minority Students.

In the spring of 1988 Governor Bill Clinton appointed a Task Force on the Recruitment of Minorities into the Education Profession." The task force presented a list of recommendations that will be presented in another part of this report. (See Appendix C)

In the summer of 1988, University of Arkansas President Ray Thornton appointed a task force composed of representatives from the five campuses of the university system to develop recommendations which would strengthen the recruitment and retention of minority students, faculty and administrators and enhance racial and ethnic diversity throughout the University of Arkansas.

The task force presented a list of goals and recommendations. That will be presented in another part of this report. (See Appendix D)

In the 1989 Legislative session, several bills were introduced and passed that provided support for the recruitment and retention of minority students. Act 99 of 1989 was introduced into the 77th General Assembly. The Act entitled: "An Act Relating to the Recruitment of Blacks and Other Members of Minorities by State Supported Colleges and Universities. See Appendix (E)

Methodology

A survey form was mailed to twelve selected educational institutions in Arkansas. The major criteria for the selection of institutions was four year institutions with teacher education programs. See Appendix A for list of participating Universities. Seventy five percent (75%) of the institutions responded by completing and returning the survey form. (See the survey form in Appendix B)

1. Has a person or task force been given the responsibility of developing and implementing minority recruitment/retention programs at your institution?	
	Frequency
Yes	6
No	3
	9

Data showed six of the institutions had assigned or appointed a task force or person responsible for developing and implementing a minority recruitment/retention program.

2. Are the minority churches and religious organizations cooperatively involved in the recruitment of minorities at your institution?	
	Frequency
Yes, to a great degree	2
Yes, to a limited degree	0
No	7
	9

Data showed the majority (7) of the respondents do not involve minority churches and religious organizations in their recruitment efforts.

3. Which of the following would you characterize as adequate from your administration for minority recruitment and retention in teacher education: (check as many as may apply)	
	Frequency
Moral and Spiritual Support	7
Development of Minority Student Support Services	5
Formation and Allocation of Scholarship Fund	4
Allocation of Line Position	3
Development of Minorities Student Support Services	4
Space Support	2

Results showed that administrative support was most satisfactory in the areas of moral and spiritual support; and developing minority student support services. The formation and allocation of scholarship funds and material support was ranked third and fourth respectively.

4. Are civic organizations (e. g., NAACP, Urban League) cooperatively involved in the recruitment of minorities at your institution?	
	Frequency
Yes, to a great degree	2
Yes, to a limited degree	0
No	7
	9

Results showed the majority institutions do not utilize organizations such as the Urban League and National Association for the Advancement of Colored People (N.A.A.C.P.) in their recruitment efforts. Two of the respondents indicated they utilize the organizations to a limited degree.

5. Are student organizations (e.g., sororities, student education organizations, fraternities, student government association) at your institution cooperatively involved in the recruitment and retention of minority students?	
	Frequency
Yes, to a great degree	5
Yes, to a limited degree	1
No	3
	9

Results showed that five of the respondents involved student organizations (sororities, fraternities, student education organizations, and student government associations) in their recruitment efforts to a great degree, one respondent indicated they used the organization to a great degree, and three respondents indicated they did not utilize the organizations.

6. Are there fellowships/scholarships specifically earmarked for minorities in teacher education at your institution?	
	Frequency
Yes	5
No	3
	8

Results showed five of the respondents indicated that specifically identified fellowships and scholarships for minority students were available at their institutions.

7. Have potential minority candidates for teacher education been identified in the public schools of your area of the state? (e.g. Teachers of Tomorrow Programs, Future Teacher Organizations)	
	Frequency
Yes	4
No	4
Missing Responses (1)	8

Results showed four of the institutions had identified potential minority candidates for teacher education programs in the public school of their area of the state. Four indicated they had not identified potential minority candidates in the public schools of their area.

8. Is there a program in place at your institution for minority recruitment and retention?	
	Frequency
Yes	7
No	1
	8

Results showed seven of the institutions currently have programs in place for minority recruitment and retention.

9. If yes, how effective is the program at your institution? *Has there been an increase in minority student enrollment?*	
	Frequency
Yes, more than 10 percent	5
Yes, between 1 and 10 percent	0
No	3
	8

Data showed five of the institutions indicated between 1 and 10 percent increase in minority student enrollment.

9. B. Since the implementation of the program, has there been an increase in the number of minority students who complete degree programs?	
	Frequency
Yes, more than 10 percent	3
Yes, between 1 and 10 percent	0
No	3
Responses missing (3)	6

Results showed three of the institutions have experienced between 1 and 10 percent enrollment since the development and implementation of a minority recruitment program. Three of the institutions indicated they had experienced more than a 10% increase in enrollment

9. C. Has there been an increase in minority faculty since the implementation of the program?	
	Frequency
Yes, more than 10 percent	1
Yes, between 1 and 10 percent	4
No	2
Missing responses (2)	7

Data showed four of the institutions had an increase between one and ten percent minority faculty. One institution had an increase of more than ten percent. Two institutions showed no increase in minority faculty.

9. D. Has there been an increase in community awareness since the implementation of the program?	
	Frequency
Yes, to an extreme degree	0
Yes, to a moderate degree	2
Yes, to a limited degree	4
None at all	2
	8

Data showed four of the institutions indicated an increase in community awareness to a limited degree. Two respondents indicated an increase to a moderate degree, and two indicated no increase at all.

9. E. Has there been an increase in campus awareness since implementation of the program?	
	Frequency
Yes, to an extreme degree	0
Yes, to a moderate degree	2
Yes, to a limited degree	4
No	2
	8

Data shows the majority of responding institutions have experienced a limited increase in awareness since the implementation of the minority recruitment program on their campuses. Two of the respondents indicated a moderate increase in awareness and two indicated no increase at all.

10. Has there been a delegation of funds for implementing the program?	
	Frequency
Yes, an adequate level	2
Yes, but not at an inadequate level	2
No	4
Missing Responses (1)	8

The majority of the respondent indicated that funds have not been delegated for their recruitment program. Two respondents indicated funding at an adequate level and two indicated funding, at an inadequate level.

11. Which of the following student support services are provided on your campus for minority students? (Check as many as may apply).	
	Frequency
Academic Counseling, e.g. study skills, notetaking, and listening	9
Development of test-taking skills, basic skill development (reading, math, etc.)	9
Peer support services, e.g. tutoring and course assistance	6
Social support opportunities, e.g. minority student organization, sororities, fraternities.	8
Minority student social and cultural center on campus, , minority library collections, space for displaying arts and crafts, meeting rooms, invited speaker programs.	6
Personal counseling for adjustment of the minority students on campus	3

Data showed the predominate support services provided minority student on campus were as follows:

- Academic Counseling
- Development of Test Taking Skills and Social Opportunities
- Peer Support Service
- Personal Adjustment Counseling
- Minority Study Social and Cultural Center

12. Are the public school administrators in your area cooperatively involved in the recruitment of minority students at your institution?	
	Frequency
Yes, to a great degree	0
Yes, to a limited degree	4
No	9

Four of the respondents indicated that public school administrators had limited involvement in the recruitment of minorities on their campuses.

13. Does your teacher education program enlist the aid of local teachers in the recruitment of minority students?	
	Frequency
Yes, to a great degree	0
Yes, to a limited degree	5
No	4
	9

Data showed that five of the institutions involved local teachers in their recruitment efforts to a limited degree.

14. Approximately what percentage of students at your institution are minority?	
Institutions Reporting	**Percentage**
A	18.0
B	5.0
C	14.5
D	3.0
E	5.0
F	10.0
G	10.0
H	12.0
I	10.2
Average	**9.7**

Data showed the percentages of minority students enrolled in the responding institutions ranged from eighteen percent (18%) to three percent (3%). The average number was ten percent (10%).

15. Approximately what percentage of residents in your community are minority?	
Institutions Reporting	Percentage
A	7
B	10
C	25
D	30
E	3
F	45
Average	20

Data showed the percentage of minority residents in the communities of the responding institutions ranged from a high of forty-five (45%) to a low of three percent (3%). The average number of minority residents for the communities represented was twenty percent (20%).

16. Does your teacher education program make an effort to recruit minority students from nontraditional student populations, e.g., retired military, homemakers, midcareer changers)?	
	Frequency
Yes	2
No	7
	9

Seventy-seven percent (77%) of the respondents indicated they do not make efforts to recruit minority students from non-traditional populations.

17. Has Act 99 "An Act Relating to the Recruitment of Blacks and Other Minorities by State supported Colleges and Universities" been implemented at your institution?	
	Frequency
Yes	2
No	7
	9

Seven of the respondent said "Act 99" had not been implemented on their campus.

18. Are you familiar with the provisions of Act 99?	
	Frequency
Yes	6
No	3
	9

Data showed six of the respondents were familiar with the provisions of Act 99.

19.What office/program is responsible for minority recruitment/retention on your campus?
Responses
• Admission Office • New Student Relations Office • Director of Teacher Education and Recruiting Office • Office of Minority Education Services • College of Education • Student Services • College of Engineering (Specialty) • Assistant Dean of Students • Assistant Dean, College of Education • University Relations • Graduate School • Personnel Office • Committee for Recruiting Minority

Of the thirteen (13) responses, the Offices/Programs mentioned most frequently with responsibilities for recruiting minority students were as follows:

- Admissions Office
- College of Education
- Student Services

CONCLUSION

Data collected by the survey regarding efforts to recruit and retain minorities in education programs at selected institutions in Arkansas revealed various strengths and weaknesses in their minority recruitment and retention programs.

First, the participants were asked if a person or task force had been designated at their institutions with the responsibilities for minority recruitment. A majority of the respondents indicated the responsibility had been designated.

A majority of the participants indicated that they do not involve churches and other religious institutions in their recruitment efforts. The lack of involvement of such institutions may be viewed by many as a missed opportunity to improve recruitment efforts. For example, many successful university programs such as Georgia Southern, Georgia State, and Kentucky, utilize religious institutions to bridge the gap between the school and the community. Reports show an untapped source of manpower and a wealth of interest exist within these institutions.

A majority of the participants indicated that moral and spiritual support was adequate at their institution. The development of minority support services was identified as an area where support was adequate. However, lower ranking of material support, allocation of space and the designation of a line position for the program all seem to indicate programs where more support is verbalized than actually exist for the students. The high ranking of the development of student support, clearly indicates more services are available than was identified and listed for a response by the designer of the questionnaire. The formation of scholarship funds, was ranked third by the respondents. This concern was voiced by the majority of the successful program participants as being essential for the recruitment of those who are economically deprived.

Participants indicated that organizations such as the NAACP and Urban League are not involved in their recruitment plans. These organizations similar to churches often provide avenues into the home and communities of minority students. Most institutions with successful recruitment and retention programs tend to utilize these organizations and their memberships in minority leadership

programs, as mentors and advocates. At least one institution involved in the study had worked with the organizations in establishing community scholarships.

The majority of the participants in the survey indicated that they had involved students groups in their efforts to recruit minority students. A problem faced by most predominantly white institutions is a lack of black students organizations to assist in this area. This concern does not suggest the exclusion of white organizations. However, it is generally recognized that these organizations have limited contact with potential minority students on campus and in the community.

The majority of the participants indicated that their institutions had earmarked scholarships for minorities. This appears be an area that require further investigation because a lack of finance is recognized as the major contributing factors that prohibit many minorities from continuing their education.

Fifty percent of the participants indicated that their institutions were involved in early identification programs. Institutions have begun to establish more of these programs because they serve the institution additionally by preparing students for college level experiences and studies.

Most of the participants indicated that they have minority recruitment programs in place at their institutions. The quality of the programs are in evidence by: increased enrollment; the graduation rate of minority students; an increase in the number of minority faculty hired since the implementation of their recruitment program and an increase in community awareness. Although institutions have established programs and provided limited scholarships for students a majority of respondents indicated that minority student programs were inadequately funded.

A further review of the on-campus programs revealed that a large number of student support services exist. A majority of the participants listed academic counseling, developing test-taking skills and social support as the services most available –minority student social and cultural opportunities and personal counseling was ranked relatively low. These are two areas of concern that should be reviewed by the institutions. Public School Administrators and teachers are involved in the recruitment process on a limited basis. These individuals should not be overlooked in the recruitment process. Data showed the percentage of minority students enrolled at the participating

institutions ranged from 3% to 18% with an average of 10%. Community residents for the same institutions were represented with a range of 3% to 45% and a average of 20%.

The participants indicated that they were familiar with "Act 99". However, a majority said that the provisions of the Act had not been implemented on their campuses.

GOALS AND RECOMMENDED STRATEGIES

GOAL 1

Each Department should develop minority recruitment goals to substantially increase the number of minority students and faculty each year until the institution's affirmative action goals have been reached and the percentage of minority students reflects the racial makeup of the university community.

Accomplishing Goal 1
Recommended Strategies:

*Review annual action plans of each department and program for minority recruitment objectives.

*Compare department's minority student and faculty percentages with university affirmative action goals and community racial compositions.

GOAL 2

Develop curriculum goals for the infusion of multicultural materials into the curriculum. Faculty, staff and students must become culture literate if cultural pluralism and racial diversity is to be emphasized.

Accomplishing Goal 2
Recommended Strategies:

*Create individual awareness of racism and sexism in textbooks and instructional materials.

*Develop a list of local resource persons, materials, and other resources for use in the classroom.

*Publicize studies, workshops and other efforts to improve materials or reduce the impact of biased materials.

*Develop policy statements outlining concerns about the elimination of racist and sexist stereotypes.

*Develop guidelines for all personnel to follow in purchasing and using textbooks.

*Utilize multicultural information developed by the university's Blue Ribbon Committee and other program accreditating agencies.

GOAL 3

Establish financial aid (scholarships, assistantships, grants, etc.) packages for minority students

Accomplishing Goal 3
Recommended Strategies:

*Work with the Financial Aid Office in developing financial aid packages for minority students.

*Identify specific scholarships (graduate/undergraduate) for minority students.

*Identify graduate assistantships for minority students.

*Pursue projects similar to the McNair Grant to provide preparation and support for minority students.

GOAL 4

Develop an advisory support group.

Accomplishing Goal 4
Recommended Strategy:

*Identify faculty, students and community leaders to serve as an advisory group to advise the Dean of the College about minority affairs.

GOAL 5

Establish a network of faculty members that are willing to serve as mentors for minority students.

Accomplishing Goal 5
Recommended Strategies:

*Develop criteria for mentorship program.

*Select faculty members to participate in program.

*Match student and mentors.

GOAL 6

Assist school districts in identifying potential minority teachers.

Accomplishing Goal 6
Recommended Strategies:

*Assist school districts in identifying potential minority teachers.

*Work with school districts in identifying and establishing scholarship programs for minority students that desire to become teachers.

*Coordinate articulation agreements between school districts and the university for implementing minority student programs that would require students to return service to the school districts.

GOAL 7

Establish linkages with minority organizations.

Accomplishing Goal 7
Recommended Strategies:

*Identify and involve churches in the community that are willing to participate in minority student recruitment programs.

*Identify and involve organizations (fraternities, sororities, NAACP, Urban League, etc.) and other groups willing to participate in minority recruitment programs.

*Utilize minority student networks.

GOAL 8

Develop video tapes about the university and College of Education to support recruitment efforts.

Accomplishing Goal 8
Recommending Strategies:

*Collect and assemble video taped program material to be disbursed to interested individuals and groups.

*Provide video taped program information to students at

career fairs and information programs.

*Develop minority recruitment brochures.

GOAL 9

Solicit the assistance of Black teachers and other alumni in identifying potential minority teachers.

Accomplishing Goal 9
Recommended Strategies:

*Identify Black public school teachers and alumni and request their support in identifying potential minority students.

* Solicit the assistance of Black faculty in developing programs to retain minority students.

GOAL 10

Develop alternative admission criteria for minority students.

Accomplishing Goal 10
Recommended Strategies:

*Develop alternative admission criteria for marginal minority students that do not meet regular admission criteria.

*Utilize alternatives to standardized testing.

*Use test scores to develop programs to assist students in overcoming their weaknesses.

*Forgive grades and grade point averages that are more than five years old.

GOAL 11

Establish minority student support services.

Accomplishing Goal 11
Recommended Strategies:

*Conduct workshops to help minority students develop study skills, note taking, listening, and test taking skills.

*Establish peer support services (tutoring and course work assistance).

*Assist students in developing social support activities (minority student organizations, etc.)

*Provide basic skill development opportunities.

GOAL 12

Provide teacher candidates opportunities to do internships in schools and communities with high percentages of minority students.

Accomplishing Goal 12
Recommended Strategies:

*Coordinate placement opportunities (internship practicum, student teaching and observation) with schools that have high percentages of minority students.

*Invite teachers, administrators and public school personnel to speak to students on campus.

*Encourage students to volunteer services to the public schools and community.

GOAL 13

Develop linkages with other universities and public schools with large minority populations to identify and groom students who show promise as teachers.

Accomplishing Goal 13
Recommended Strategies:

*Establish programs to track minority freshman and sophomore students.

*Establish future teacher and teacher of tomorrow clubs in coordination with public schools.

*Provide new student orientation to the College of Education (include summer orientation programs).

*Develop partnerships with other universities (predominantly Black) to identify potential students.

GOAL 14

Develop effective marketing strategies.

Accomplishing Goal 14
Recommended Strategies:

*Develop a marketing plan.

*Advertise in minority oriented publications, such as, Black Collegian, Affirmative Action, Black Issues in Higher Education, etc.

*Coordinate activities with the admission and placement office.

Goal 15

Develop self-enrichment seminars for minority students on campus and in the community.

Accomplishing Goal 15
Recommended Strategies:

*Work with minority student and faculty groups on campus and in the community in developing programs for self-enrichment.

*Provide opportunities for students to interact with minority faculty.

*Involve the college minority advisory committee in developing enrichment activities.

GOAL 16

Establish cooperative efforts with predominantly Black institutions (i.e., Philander Smith, Arkansas Baptist and the University of Arkansas at Pine Bluff).

Accomplishing Goal 16
Recommended Strategies:

*Coordinate recruitment trips to predominantly Black institutions.

*Participate in career fairs, and special recruitment events.

*Coordinate faculty exchange programs.

*Share professional development activities.

GOAL 17

Provide information to minority students about special programs and events.

Accomplishing Goal 17
Recommended Strategies:

*Invite minority students to educational activities on the college campus.

*Inform students about upcoming events.

*Attend activities promoted by minority student groups on campus and in the community.

*Post announcements about the College of Education and the University in publications and places common to the black community.

GOAL 18

Recruit minority teachers from other fields and non-traditional student populations.

Accomplishing Goal 18
Recommended Strategies:

*Develop articulation agreements with community colleges, and adult education programs.

*Recruit students from other disciplines.

*Sponsor Saturday academic classes for minority youth using college faculty and students as resources.

*Coordinate community outreach programs.

GOAL 19

Establish minority enrollment incentive for departments and colleges.

Accomplishing Goal 19
Recommended Strategies:

*Recognize and reward departments for accomplishing minority recruitment goals (students and faculty).

*Reward departments for the retention of minority students.

*Link salary and promotion decisions to effectiveness in facilitating the graduation of minorities.

GOAL 20

Establish courses and programs in Black communities, especially general education courses.

Accomplishing Goal 20
Recommended Strategies:

*Encourage the offering of general education courses in predominantly Black communities.

*Offer sections of American education in communities with high concentrations of Black students.

GOAL 21

Provide inservice workshop seminars for public school counselors and teachers.

Accomplishing Goal 21
Recommended Strategies:

*Provide inservice opportunities for public school teachers and counselors regarding minority student recruitment and retention.

*Provide credit courses for public school teachers interested in earning credit for ethnic studies and issues.

GOAL 22

Develop a minority student data bank in cooperation with the university's Admissions Office.

Accomplishing Goal 22
Recommended Strategies:

*Work with the Admission's Office on follow-up activities

of minority youth.

*Follow-up with letters and telephone calls to students.

*Personalize the admissions process through an improved campus visit program.

*Involve education students in recruitment efforts.

*Identify students through teachers of tomorrow programs and future teacher clubs.

GOAL 23

Conduct surveys to determine how Black students feel about the college and what their needs are.

Accomplishing Goal 23
Recommended Strategies:

*Include questions in follow-up surveys to determine how students feel about their multicultural experience in the teacher preparation program.

*Follow-up on findings by adding seminars to the professional. Seminar to address issues identified.

GOAL 24

Identify a person and office on campus with the responsibility for minority students affairs.

Accomplishing Goal 24
Recommended Strategy:

*Identify a person and provide release time to pursue minority recruitment and retention activities for the college.

CONSULTATIONS

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APPENDICES

Exhibit A - List of universities and colleges selected as respondents in survey.

Exhibit B - Questionnaire: "Status of Minority Student Recruitment and Retention in Teacher Education."

Exhibit C - Recommendation of the Governor's Task Force on the Recruitment of Minorities into the Education Profession.

Exhibit D - University of Arkansas Task Force Recommendations.

Exhibit E - Act 99 of 1989

EXHIBIT A

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EXHIBIT B

STATUS OF MINORITY STUDENT RECRUITMENT AND RETENTION IN TEACHER EDUCATION

QUESTIONNAIRE

The purpose of this questionnaire is designed to assess the scope of minority recruitment and retention services available at your institution.

Do not identify yourself or your institution on this sheet. Results will be reported in summary statements for the benefit of participants to use in their planning. Individual responses will be kept anonymous.

Please read each of the following items. For each item select the response(s) that accurately convey the situation at your institution.

1. Has a person or task force been given the responsibility of developing and implementing minority recruitment/retention programs at your institution?

   ( ) Yes

   ( ) No

2. Are minority churches and religious institutions cooperatively involved in the recruitment of minorities at your institution?

   ( ) Yes, to a limited degree

   ( ) Yes, to a great degree

   ( ) No

3. Which of the following would you characterize as adequate at your recruitment and retention in teacher education: (check as many as apply).

   ( ) moral and spiritual support

   ( ) space support

   ( ) material support

   ( ) allocation of line positions

   ( ) formation and allocation of scholarship funds

   ( ) development of minority student support services

4. Are civic organizations (e. g., NAACP, Urban League) cooperatively involved in the recruitment of minorities at your institution?

( ) Yes, to a limited degree

( ) Yes, to a great degree

( ) No

5. Are student organizations (e.g., sororities, student education organizations, fraternities, student government association) at your institution cooperatively involved in the recruitment and retention of minority students?

( ) Yes, to a limited degree

( ) Yes, to a great degree

( ) No

6. Are there fellowships/scholarships specifically earmarked for minorities in teacher education at your institution?

( ) Yes

( ) No

If yes, how many?_____

7. Have potential minority candidates for teacher education been identified in the public schools of your area of the state? (e.g. Teachers of Tomorrow Programs, Future Teacher Organizations)

( ) Yes

( ) No

8. Is there a program in place at your institution for minority recruitment and retention?

( ) Yes

( ) No

9. If yes, how effective is the program at your institution?

A. Has there been as increase in minority student enrollment?

( ) Yes, between 1 and 10 percent

( ) Yes, more than 10 percent

( ) No

B. Since the implementation of the program, has there been an increase in the number of minority students who complete degree programs?

( ) Yes, between 1 and 10 percent

( ) Yes, more than 10 percent

( ) No

C. Has there been an increase in minority faculty since the implementation of the program?

( ) Yes, between 1 and 10 percent

( ) Yes, more that 10 percent

( ) No

D. Has there been an increase in community awareness since the implementation of the program?

( ) Yes, to an extreme degree

( ) Yes, to a moderate degree

( ) Yes, to a limited degree

( ) None at all

E. Has there been an increase in campus awareness since implementation of the program?

( ) Yes, to an extreme degree

( ) Yes, to a moderate degree

( ) Yes, to a limited degree

( ) No

F. Has there been an delegated of funds for implementing the program?

( ) Yes, at an adequate level

( ) Yes, but not at an inadequate level

( ) No

10. Which of the following student support services are provided on your campus for minority students? (Check as many as may apply).

( ) academic counseling (e.g., study skills, notetaking, listening)

( ) development of test taking skills

( ) basic skill development (reading, math, writing)

( ) peer support services (e.g., tutoring and course assistance)

( ) social support opportunities (e.g., minority student organizations, sororities, fraternities)

( ) minority student social and cultural center on campus (e.g., minority library. collection, space for displaying arts and crafts, meeting rooms, invited speaker program)

( ) personal counseling for adjustment of the minority student to campus life

11. Are the public school administrators in your area cooperatively involved in the recruitment of minority students at your institution?

( ) Yes, to a great degree

( ) Yes, to a limited degree

( ) No

12. Does your teacher education program enlist the aid of local teachers in the recruitment of minority students?

( ) Yes, to a great degree

( ) Yes, to a limited degree

( ) No

13. Approximately what percentage of students at your institution are minority?
_____%

14. Approximately what percentage of residents in your community are minority?
_____%

15. Does your teacher education program make an effort to recruit minority students from nontraditional student populations (e.g., retired military, homemakers, midcareer changers)?

( ) Yes

( ) No

16. Has Act 99 "An Act Relating to the Recruitment of Blacks and Other Minorities by State supported Colleges and Universities" been implemented at your institution?

( ) Yes

( ) No

17. Are you familiar with the provisions of Act 99?

( ) Yes

( ) No

18. What office/program is responsible for minority recruitment/retention on your campus?

_____

_____

_____

19. Write your comments regarding issues about minority student Recruitment/Retention that are not addressed in this survey.

_____

_____

_____

_____

_____

_____

RECOMMENDATIONS OF THE GOVERNOR'S TASK FORCE ON THE RECRUITMENT OF MINORITIES INTO THE EDUCATION PROFESSION

1. The State of Arkansas should create within the Arkansas Department of Education a senior-level position with the primary function of recruitment and retention of minority educators. This senior director must be committed to minority education, have an appreciation of minority problems, and support personnel (including an ombudsman and financial aid advisor) sufficient to coordinate the many activities undertaken by community groups.

2. A program should be developed to make the public aware of the seriousness of the problem of recruitment of minority educators and its long-term ramifications.

3. School districts should implement a home instruction program for pre-kindergarten youth. This effort would increase home and family involvement in education.

4. The State should require kindergarten attendance and should develop a program for supplemental assistance to those students who need it.

5. Establish scholarship grants of $2,000 per year to 150 new black students per year entering Arkansas institutions of higher education and who plan to pursue teacher education programs. The grants may be renewed for a second year.

6. Establish scholarship grants of $3,000 per year to 100 new black students per year pursuing teacher certification programs in Arkansas institutions of higher education. The grants may be renewed for a second year.

7. Arkansas should fund summer enrichment programs at colleges and universities, such as YOU, Upward Bound, etc., for intermediate and junior high school students.

8. The Governor should assign the Arkansas Department of Higher Education to gather data regarding minority success/failure in teacher preparation programs in colleges and universities, and to report its finding to the Governor and the Arkansas Board of Higher Education by July 1, 1990.

9. Arkansas should provide additional funding to support counseling of minority students and the development of a comprehensive support system for minority students while in college.

10. The State should provide financial assistance to encourage minority students to enter and remain in the teaching profession in Arkansas.

11. Arkansas should offer an incentive program in matching funds for salaries to public schools and colleges and universities which increase the employment of minority faculty.

12. The ADHE program to provide matching funds for minority faculty to obtain the doctorate should be expanded.

13. Raise teachers' salaries to the regional average in this biennium. Establish a schedule (3-5 years) to make teachers' salaries competitive with those for comparable professions.

14. Establish "minority chairs" in Colleges of Education.

15. Require the employment of para-professionals to relieve teachers of all non-professionals to enhance the attractiveness of the teaching profession.

16. The State should sponsor summer teaching institutes for outstanding teachers and guarantee participation by minorities.

17. Establish a professional practices commission for the teaching profession.

18. Provide low interest loans to minority teachers willing to teach in economically deprived areas, as part of the economic development program.

19. Arrange exchange programs between systems with large minority teacher populations (e.g. Detroit, Atlanta, Chicago) and Arkansas schools to provide black role models for Arkansas Students and to encourage teacher recruitment from those systems.

UNIVERSITY OF ARKANSAS
PRESIDENT'S TASK FORCE

DRAFT COPY

The following goals and recommended actions are global ones, meant to apply to each campus or division, throughout the University of Arkansas, in an effort to meet the University's need for racial and ethnic diversity.

Goal 1. A strong, unified, University-wide policy regarding the commitment to racial and ethnic diversity and recognition of the positive role of affirmative action in achieving such diversity.

Goal 2. Cooperative efforts by the member institutions and divisions of the University of Arkansas to achieve a level of racial and ethnic diversity of faculties which meets the needs of students and can be responsive to the needs of the people of Arkansas.

Goal 3. Cooperative efforts by the member institutions and divisions of the University of Arkansas to achieve racial and ethnic diversity in their respective student bodies which expand educational opportunities and increase the available pool of potential faculty.

Goal 4. The institutionalization of the University of Arkansas' commitment to racial and ethnic diversity through the creation of University-wide procedures for accountability and the designation of a person to oversee compliance with University policies.

Goal 5. An early commitment to initiate autonomous graduate programs at the University of Arkansas at Pine Bluff as the most significant step the University could take to enlarge the minority faculty applicant pool for all of the University's campuses and divisions.

ACT 99 1989

State of Arkansas
77th General Assembly
Regular Session, 1989

A Bill

HOUSE BILL 1162

By: Representatives Townsend, Wilkins, Brown, Matthews, Walker, McGee and Lendall

For An Act To Be Entitled

"AN ACT RELATING TO THE RECRUITMENT OF BLACKS AND OTHER MEMBERS OF MINORITIES BY STATE SUPPORTED COLLEGES AND UNIVERSITIES; AND FOR OTHER PURPOSES."

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. (a) Beginning in 1989, all state supported colleges and universities shall prepare an affirmative action program for the recruitment of blacks and other members of minorities for faculty and staff positions and for enrollment as students. Affirmative action plans shall be prepared on a continuing basis for future five (5) year periods.

(b) Each state supported college and university shall annually prepare a report on the steps that have been taken to reach the goals of the plan. The report shall include information on the progress made by the institutions for the various levels of employment within the institution.

(c) Copies of each institution's five-year plan and annual reports shall be filed with the Governor, the Department of Higher Education, the President and Board of Trustees of the institution, the Board of Visitors of the institution, if applicable, and the Joint Interim Committee on Education of the Arkansas General Assembly.

(d) In carrying out the affirmative action plans, each institution shall provide for a part-time or full-time employee to assist the institution in the recruitment of blacks and other members of minorities for faculty and staff positions and for enrollment as students.

SECTION 2. All provisions of this Act of a general and permanent nature are amendatory to the Arkansas Code of 1987 Annotated and the Arkansas Code Revision Commission shall incorporate the same in the Code.

SECRETARY OF SENATE

mih082

SECTION 3. All laws and parts of laws in conflict with this Act are hereby repealed.

APPROVED BY _____
GOVERNOR
2.20.89